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ABSTRACT

This seven part teacher's guide is designed to accompany the Public Broadcasting System (PBS) television series, "Columbus and the Age of Discovery," and also may be used without viewing the programs. The guide features seven units that reflect the themes of the television series. The units are: (1) "Columbus's World"; (2) "An Idea Takes Shape"; (3) "The Crossing"; (4) "Worlds Found and Lost"; (5) "The Sword and the Cross"; (6) "The Columbian Exchange"; and (7) "In Search of Columbus". The focus of the units is on activities that are related to the subjects covered in the programs. The activities are designed to help students understand the world that produced Christopher Columbus, the cultures that existed in the Western Hemisphere before he arrived, the motivations behind his voyages, the resulting exchange, and the legacy of his encounter. In addition to the seven units and seven activities, the guide offers extensive reading and resource lists and student handouts that support the activities. The National Council for the Social Studies Position Statement on the Columbian Quincentenary also is included. (DB)

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ED 368 588

Columbus and the Age of Discovery

Activity Guide

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Presented on PBS by WGBH Boston

WGBH

XEROX

Dear Educator:

Five hundred years ago, Columbus made his historic voyages to the Americas; his experiences continue to fascinate and to enlighten us. This is why Xerox is proud to sponsor two major quincentenary programs: the television series *Columbus and the Age of Discovery* and the "Seeds of Change" exhibition at the Smithsonian.

By combining the informative and entertaining television series *Columbus and the Age of Discovery* with this Teacher's Guide, we hope that you and your students will relive Columbus's extraordinary encounters in the New World. To further your learning about Columbus and the impact of his voyages, we invite you to visit the "Seeds of Change" exhibition, open until May 1993.

As the corporate underwriter of these two noteworthy programs, it is our hope that you will use this material to stimulate and encourage your students in their quest for knowledge and the pursuit of new discoveries.

Sincerely,

Michael E. G. Kirby
Xerox Corporation

Ordering Information

Additional copies of this teacher's guide are available for $4 (to cover postage and handling). Please send checks payable to WGBH to

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Columbus and the Age of Discovery
Box 2222-CG
South Easton, MA 02375
(617) 963-8666

For information about the student newspaper supplement, see the Resources section on pages 28-29.

Off-Air Taping Rights

All programs in this series may be recorded and shown for educational use within seven days directly after broadcast. Videocassettes are also available. For information about videocassettes, contact

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Columbus wrote this letter to Luis de Santangel, keeper of the privy purse to the Spanish crown, on the return from his first voyage.

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Replicas of Columbus's three ships, built by the Spanish Royal Navy, sail west.

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Using This Guide

The Columbus Quincentenary has been met by a host of conflicting voices. The issues raised by the controversy will not be easily resolved. Educators can take this opportunity to let students hear all the voices and discover for themselves the many perspectives on this issue.

About the Series

As you can read in the article on the facing page, the producer of *Columbus and the Age of Discovery* has been listening to these voices for the past ten years. The seven-part series that resulted from his exploration of the topic premiered in October 1991 and will be rebroadcast this fall.

However, before the full series sails again, PBS will broadcast a three-hour special, *Columbus' Magnificent Voyage*, on Sunday, October 11, at 8:00 P.M. This recut, renarrated program will take the broad scope of the seven-part series and focus more closely on Columbus, the world around him, and the incredible voyage that led to the bringing together of two very old and very different worlds.

Following the broadcast of this three-hour special, the original seven-part series will be rebroadcast beginning Thursday, October 15 at 8:00 P.M. on many public television stations. Call your local public television station to confirm the broadcast dates and times in your area. Both the seven-part series and the three-hour special have seven-day off-air taping rights: you can tape the programs and use them in the classroom within seven days after broadcast. For information about videocassettes, see the inside front cover.

About the Guide

This teacher's guide is designed to work with the three-hour special, the seven-part series, and on its own. The guide is broken up into seven units reflecting the themes of the series. Each unit includes a synopsis of the accompanying program with discussion questions. The three-hour special will focus mostly on material from the first four programs.

The focus of the seven units is on activities. These activities are related to the subjects covered in the programs, but do not require viewing them. If you are viewing the three-hour special, you can still use any of the activities in the seven units, depending on what subject areas you are studying. Some of these activities are supported by reproducible student handouts found on pages 18 through 25. In general, the activities are designed to help your students understand the world that produced Columbus, the cultures that existed in the Western Hemisphere before he arrived, the motivations behind his voyages, the resulting exchange, and the legacy of the encounter.

In addition to the seven activity-based units, this guide offers extensive reading and resource lists to guide you and your students as you dive into sometimes murky water. We have included both traditional and alternative books and organizations. We have also reproduced the Columbian Quincentenary Position Statement from the National Council for the Social Studies (NCSS), which offers guidelines for studying Columbus and the Quincentenary.

As the NCSS states, Columbus's voyage is too significant to be ignored or to be treated trivially. The world we know today would not have come to be without the chain of events set in motion by that initial contact. And understanding and dealing with our common future as a global society begins with understanding what has happened in the past.

Stormy Waters

Or, Can a Series about Coulmbus Be "Politically Correct"
(And Does It Need to Be?)
by Executive Producer Zvi Dor-Ner

Columbus and the Age of Discovery is part of the 500th anniversary of Columbus's arrival on these shores. This anniversary is under immense political scrutiny.

This is a relatively new phenomenon. In 1984, when the U.S. Congress appointed a commission to prepare for what was seen then as a celebration, it was given a long, awkward name that also declared its politics. It was — and still is — called the Christopher Columbus Quincentenary Jubilee Commission.

Eight years later, nobody in public life is sure whether the event deserves jubilation, and the press is deeply engaged in defining what is and what isn't "politically correct" about Columbus. Clearly, after 500 years, Columbus is sailing again — but this time into stormy political waters.

Columbus and the Age of Discovery was inspired by controversy. In 1982 I read about a United Nations debate on a proposal from the Spanish delegation to name the next decade in honor of Christopher Columbus.

A host of objections was raised even then. There was a disagreement between the Spanish and the Italians about the division of national honors for Columbus's deeds. The Scandinavians suggested that if anyone should be celebrated for discovering America, it should be Eric the Red.

Delegates from African countries thought the idea of honoring a rank colonialist outrageous. And delegates from Caribbean nations repeated a by-now familiar line: How could Columbus have discovered America? The people in the Caribbean knew where they were — it was Columbus who was lost.

Executive Producer Zvi Dor-Ner

In the maritime tradition of keeping a weather eye, here are the feelings about Columbus we see coming over the horizon.

The most common attitude in North America is still jubilation and admiration. In this view, Columbus is transformed into the archetypal American — a successful entrepreneur and a magnificent salesman, whose wit and knowledge overcame ignorance and inertia.

Another view is that often held by Hispanic Americans. For them, Columbus's arrival here was the beginning of a monumental encounter that benefited both the Americas and Europe. They point with pride to the introduction of Christianity, for example, and the creation of *la raza*, a new people. For them, this is an event worthy of commemoration, if not an outright jubilee.

A very different view is held by Native Americans in both North and South America. They hold that Columbus started an invasion that destroyed much of their culture and subjugated their people.

This opinion is shared by African Americans, whose forebears were brought initially to the Caribbean, then to North and South America, as slaves. For them, the Quincentenary is an occasion to mourn the freedom that was lost when their ancestors were captured and forced to work on the plantations of the Americas. They want their suffering remembered.

Columbus and the Age of Discovery has never intended to choose among these attitudes. We do not endorse one at the expense of another. The series tells its stories in many voices and from many points of view, as befits a history that has affected so many in many different ways.

As we produced the series, our fascination with Columbus increased. He was a man of obsessive energy and drive, a marvelous sailor and a rotten administrator, a man who accidentally brought vast continents into painful conflict and a fragile unity. It is ironic that Columbus will be both blamed and admired, glorified and vilified, for deeds he neither intended nor understood.

At the same time, we feel great empathy for the Native Americans and African Americans. They paid the heaviest price in this chapter of history. And we are awed by the forces unleashed by the encounter between the continents — the exchange of disease, for example, whose impact on history we are just beginning to understand.

All of these attitudes are represented in the series. The story of Christopher Columbus is formidable and larger-than-life, a story of adventure and misadventure which in some way has touched the lives of everyone in the world.

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1

Columbus's World

The series begins with Columbus's youth in the bustling commercial center of Genoa. The first episode traces the life line of European trade, showing how Asian goods and technology became essential to Europe's wealth, and how the rise of Islamic power threatened to cut Europe's access to the East. The contributions of Arab mapmakers, European mariners, and travelers like Marco Polo toward refining the medieval conception of the world is examined, and the program poses the tantalizing question of why it was the Europeans — not the Arabs or the Chinese — who used this information to initiate the Age of Discovery.

Centers of Commerce

Despite the fact that half the globe was still unknown to them, Europeans, Africans, Arabs, and Asians participated in far-flung networks of trade. Students may want to discuss the topographical features that contributed to the roles of these cities in the fifteenth-century economy.

This late fifteenth-century manuscript illumination depicts various aspects of banking in the late Middle Ages: counting and ledger-keeping, the repayment of debt, and the delivery of money or gold for deposit.

Genoa
A mercantile empire with bases in Spain, North Africa, the Aegean, and the Black Sea, Genoa's networks stretched from Portugal, England, and Flanders to Persia, India, and China.

Cairo
The most advanced city of its time, unparalleled in wealth, splendor, and scholarship. European mer-chants came here to buy goods from West Africa and the East.

Malacca
The greatest trading center in the East. Philippine gold, Chinese silks and porcelain, and Moluccan spices were exchanged at this Malaysian port. No Europeans were allowed to trade here.

Timbuktu
One of the richest commercial cities in Africa, and a center of Moslem learning. Ivory, slaves, and gold from the south were traded for salt, cloth, and copper from the north. Unable to find the city until 1824, the Portuguese had to tap into trade networks downstream.

Constantinople (Istanbul)
The gateway between Europe and Asia. Its fall to the advancing Turkish Empire in 1453 forced European merchants to seek sea routes to Africa and the East.

Activities

1 To help students grasp the problem of envisioning a world that is only partly explored, have them take on the role of medieval mapmakers. Divide students into teams, based on the directions from which they come to school. Appoint one student in each team as mapmaker. Have that student interview *another* team about the routes they take to school, and draw a map based on their answers.

Have students present their maps to the class. How accurate is each map? What landmarks does it include? What landmarks does it omit, and why? What problems did the mapmakers face in integrating different accounts? To what extent are the maps purely geographical documents, and to what extent do they reflect the mapmaker's values?

The "T-O" map, published as late as 1472, was based on the notion that Jerusalem lay at the intersection of the "T."

2 To trace the evolution of our conception of the world, divide the class into teams. Ask each team to study a particular map of the world. Examples of different types of maps include the medieval T-O map, maps by Ptolemy and Martin Behaim, the standard Mercator projection, the Robertson projection, the new Peters projection, and maps that reflect population size or some other characteristic besides political boundaries. Have each team display its map and discuss its features. Then have the class compare the various maps. What is the purpose of each map? What world view does each represent? Which map do they think is most accurate? How have social, technological, and historical changes affected the way we represent the world on paper?

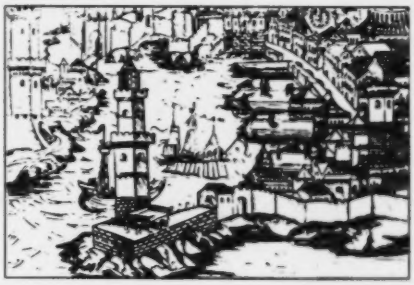
3 Explore the role of the artist in shaping our perceptions of history. Photocopy and distribute **The Faces of Columbus** on page 18 and discuss the different portraits. What kind of person does Columbus seem to be in each picture? What means does the artist use to convey a particular impression? If the picture shows more than one person, how does it depict the relationships between them? What do you think each artist was trying to accomplish by depicting Columbus? What does each portrait tell us about the artist's attitude toward Columbus? To what extent is the artist's role similar to that of the historian? Why does each age "repaint" Columbus?

4 To give students a grasp of the interplay between Asian, Arab, African, European, and American cultures in Columbus's time, divide students into five groups representing each of these world civilizations. Ask each group to research the principal events and developments in that culture from 1450 to 1550. Have each team present its findings in the form of a timeline. Post the timelines across the blackboard and have students discuss how each culture's history interacted with the others.

5 Help students appreciate the historical setting for Columbus's voyages as well as their lasting impact. The National Council for the Social Studies published a position statement about the Columbian Quincentenary in October 1991 (included on pages 30–31). Copy the seven statements that the NCSS has highlighted as important to a basic understanding of this period, and have students choose one to support or refute in an essay. Then have students discuss their arguments with the class. Why do they think the NCSS chose these seven statements? Has the NCSS's focus added to their understanding of the period compared with what they learned about Columbus when they were younger? Would they add any other statements? What do they think is most important for people to know about Columbus and this period?

Discussion Questions

1 Fifteenth-century Genoa was an ambitious mercantile city that thrived on sea trade. What values might the young Columbus have absorbed in this environment?



Genoa as it appeared in the fifteenth century.

2 China and the Arab world had both the means and the opportunity to sail across the ocean to the Americas (just as the Mayan Empire had the navigational know-how to sail east). What motives did the Europeans have that the Chinese and the Arabs did not?

3 Europe gained access to enormous wealth as a result of Columbus's voyages. What did this new wealth allow Europe to do? How did it change Europe's role in the world?

4 Technology pioneered by the Chinese played a critical role in Europe's evolution. How did the compass, gunpowder, paper, and printing contribute to Columbus's enterprise? To what extent did Columbus owe his success to the achievements of other cultures?

2

An Idea Takes Shape

This episode traces the development of Columbus's dream. The program recounts the reconstruction by the Spanish Navy of the *Niña*, the *Pinta*, and the *Santa María*. It follows Columbus to Portugal, where he spent years honing his skills as a sailor and mapmaker and gathering evidence to support his growing conviction that he could reach the Orient by sailing west. The episode details his long battle to win first Portuguese, then Spanish sponsorship for such an expedition, and depicts the Spanish monarchs' struggle to centralize their power through the *reconquista*, the Inquisition, and the expulsion of the Jews.

In building the replica vessels, traditional methods were used as much as possible.

A
3,000 B.C.
A Japanese fishing expedition is blown off course and lands in Ecuador. Evidence: Pottery fragments unearthed there are remarkably similar to pots made on the Japanese island of Kyushu.

B
458 A.D.
The Buddhist monk Hui-Shen sailed from China on an evangelical mission. He returned 40 years later and described in detail his travels in a fabulous land that could possibly have been the west coast of the United States and Mexico. Evidence: Traces of Buddhist thought and Chinese art are found in many Central and South American cultures.

Who's on First?

Christopher Columbus was not the first outsider to reach the Americas. Indeed, some historians and archaeologists speculate that peoples from around the world may have arrived in the Americas as far back as 3,000 B.C.

C
132–35 A.D.
Jews fleeing Roman persecution may have sailed to the Americas. Evidence: Hebrew inscriptions similar to those on ancient coins are found in a Tennessee burial mound.

D
1000 A.D.
Leif Ericsson established a colony in North America but abandoned it in the face of Native American resistance. Evidence: Archaeological remains of a Viking settlement have been unearthed in Newfoundland; the venture was recorded in oral histories.

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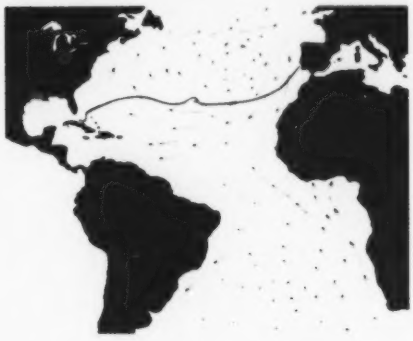
Activities

1 Have students test their knowledge about Columbus by distributing the quiz on page 19, **Test Your Columbus IQ.** Then have students correct their quizzes as they watch the series (or distribute the answers on page 32).



Columbus's first voyage is shown in red. The small arrows represent the major wind currents, while the large arrows indicate ocean currents.

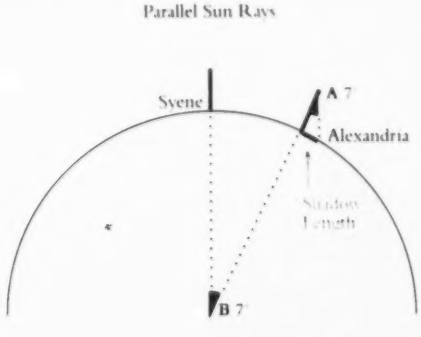
2 To help students learn about the wind patterns and ocean currents that helped Columbus sail west, have them form groups to study specific latitudes in the Northern and Southern Hemispheres. Have students tape arrows on a globe to show wind currents in their group's region. Ask them to describe any patterns that they notice. How did wind currents such as trade winds and monsoons affect patterns of exploration, trade, and settlement?

Students can follow up by researching ocean currents. Have them tape arrows on the globe to indicate these currents, and then discuss how ocean and wind currents affect the weather in their region.

3 Students can learn about fifteenth-century trade networks by studying individual European, Asian, or African cities. Assign each student a city and have him or her research the goods that were traded there, where they came from, and where they went. Then have students use chalk to sketch out a map on the floor or outdoors on blacktop and locate their city on it. (To make a giant map, sketch a grid over a small outline map and then make a large grid on the floor. Copy the map onto the large grid square by square.) Use props to represent important fifteenth-century commodities such as spices, gold, slaves, cloth, figs, salt, copper, silk, and porcelain. Have them exchange goods along overland and sea trade routes. Ask what would happen if any of these routes were cut off.

4 If the Americas had not existed, Columbus would have starved long before he ever reached Asia. The land mass of Asia was not nearly as large as he thought, and the circumference of the globe was not nearly as small. Students familiar with geometry can attempt to correct Columbus's calculation by using the same method the ancient Greeks used.

In the third century B.C., the philosopher Eratosthenes was the first person to calculate the circumference of the earth. The only information he used was that at noon on a given day the sun cast no shadow from a stick placed in the earth at the city of Syene, while at the same time on the same day in Alexandria, 500 miles away, the sun's rays struck the stick at a 7° angle. (See diagram.) Ask students how he could deduce from this that the earth was round. (The two sticks were not parallel, so the surface of the earth must be curved.) See if they can figure out how he calculated the circumference of the earth. (According to basic geometry, if two parallel straight lines are transected by a third line, the alternate interior angles are equal — angle B equals angle A. If the shadow length in Alexandria is 7°, Syene must therefore be 7° away on the circumference of the Earth. Seven degrees is about 1/50 of 360°. If the distance between Alexandria and Syene is 500 miles, 500 miles x 50 = 25,000 miles.)



Discussion Questions

1 What aspects of Columbus's personality contributed to his success? Which characteristics got him into trouble?

2 Why did Portugal refuse to sponsor Columbus's expedition? Why did Spain consent? What motivates societies to sponsor explorations and build empires?

3 On what grounds did Ferdinand and Isabella refuse Columbus's proposal the first time? the second? Based on the evidence they had, what decision would you have made in their place, and why?

This fifteenth-century gold coin depicts Ferdinand and Isabella.

4 What were the motives for expelling the Jews and later the Moors from Spain? How might the decision to sponsor Columbus's expedition have reinforced these goals?

5 At the time of Columbus's journey, Europe was a collection of fragmented and shifting kingdoms. How did his enterprise contribute to the formation of the modern nation-state?

3

The Crossing

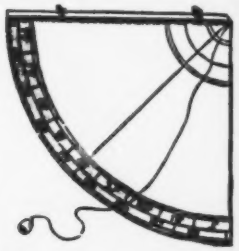
This episode follows a modern crew's reenactment of Columbus's first voyage, on replicas of his three ships. The program documents the assembly of Columbus's fleet and crew, and demonstrates the navigational instruments and techniques used by European mariners. It contrasts the knowledge and technology available to modern sailors with the well-honed skills and practiced eye of fifteenth-century navigators. The episode also explores the pivotal role of Martin Alonso Pinzón, who brought an experienced crew, navigational expertise, and — some say — secret information to the enterprise. Drawing on Columbus's own log of the journey, the program captures the bravery, doubts, determination, and frustration of sailing into the unknown.

Borrowed Tools

Many of the navigational instruments and innovations that made the European explorations of Columbus's era possible were the products of ancient or non-European cultures.

astrolabe
A metal disk used to determine latitude, it was invented by Greek astronomers 2,000 years ago.

quadrant
The forerunner of the modern sextant, it was based on an Arab instrument called the *kamal*.



The modern crew on the replica vessels get a taste of fifteenth-century manual labor.

compass
The use of a magnetized needle to show direction was pioneered by the Chinese around 1000 A.D. Arab navigators brought the invention to Europe in the late 1300s.

lateen sail
This triangular sail, developed by the Arabs, allowed ships to sail into the wind, thus ensuring that explorers could return home.

sternpost rudder
Europeans adopted this Chinese invention after noticing that Arab boats, modeled on the Chinese, were far more maneuverable than European crafts with rudders mounted on the side.

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Activities

1 Students can get a critical perspective on Columbus's motives by planning their own fifteenth-century expedition. Ask them to decide the purpose of their expedition — trade, exploration, proselytizing, conquest,

Because many of the ship's provisions were carried in wooden casks, the cooper, or barrelmaker, was a valued crew member.

diplomacy — and select their crew accordingly. What skills would be needed for any voyage? What skills would be needed specifically for their expedition's purposes? Then ask students to review Columbus's crew list. (Columbus brought 87 men, including caulkers, coopers, carpenters, surgeons, an interpreter who knew Hebrew and Arabic, and an assayer.) Who did Columbus include that they may have overlooked? (They might forget about caulkers to mend the wooden boats' constant leaks, coopers to repair battered supply barrels, or an assayer to value gold.) What positions did Columbus omit, and why? (There were no cooks, soldiers, or missionaries.) What does the composition of the crew say about the journey's purpose?

2 To get a feel for daily life on board a sailing vessel, have students read fictional accounts of sea voyages, such as *Two Years Before the Mast, Moby Dick, Billy Budd, The Middle Passage, Mutiny on the Bounty,* or *The Rime of the Ancient Mariner.* Others may choose to read nonfiction accounts of more recent journeys, such as Thor Heyerdahl's *Kon-Tiki.* Ask them to prepare brief oral reports and have the class compare different accounts. Why do sailors pit themselves against the sea? What common themes tend to arise in the literature of sailing (such as authority and justice, superstition and religion, boredom and suffering, or alienation)? Why is a sea voyage such a rich setting for a novel?

3 Students can deepen their understanding of Columbus and his times by finding out more about the women in his life and the role they played in his enterprise. Working in pairs or groups, students can research women such as his first wife, Felipa Moniz, who brought him contacts with the nobility; his mother-in-law, who helped him obtain navigational charts; his mistress, Marquise de Moya, who arranged his meeting with the Queen; his common-law wife, Beatrice, who supported him financially; and Queen Isabella and Beatrice de Bobadilla, who helped sponsor his expeditions. Have students prepare a display with portraits of the women and descriptions of their contributions. What do we know about these women? What don't we know? What would we know about them if they hadn't played a role in Columbus's life? What can we learn from them about the role of women in Spanish and Portuguese culture, and in the heroic endeavors usually attributed to men?

4 To help students appreciate how many different peoples lived in the Western hemisphere before Columbus, photocopy and distribute **Mesoamerican Cultures** on page 20. Alone or in pairs, have students follow the instructions on the sheet. You could also assign students different cultures to research, instead of letting them choose, to make sure all the cultures are covered. Then have students share their findings with the class. Overall, how did these groups relate to each other? What kind of relationship did each group establish with the Europeans? What were the consequences for them? What, aspects of these cultures still remain?

Discussion Questions

1 What were some of the challenges Columbus faced in preparing for his voyage west? What challenges did the modern crew face in retracing his course? Compare the two.

2 Compare Columbus's and Pinzón's contributions to the enterprise. To what extent was Columbus's enterprise an individual achievement? To what extent should the credit be shared, and with whom? Why does our culture so often attribute achievements to individual "heroes"?

Martín Alonso Pinzón was instrumental in helping to enlist the crew for the first voyage by adding credibility to the enterprise.

3 Though sailors today have better maps and instruments, most have lost the *ojo marinero* — the mariner's eye that can detect minute differences in wind and ocean currents. In what ways can technology bring us closer to nature? In what ways does it take us further away? What are other examples of lost knowledge?

4 What element of the unknown today do you see as analogous to the barrier posed by the Ocean Sea in 1492? If someone were assembling an expedition to cross this frontier, would you join? Why or why not? What factors might make a person more willing to join today than 500 years ago, or vice versa?

4

Worlds Found and Lost

This episode retraces Columbus's travels through the Bahamas — from the location of his first landfall (still the subject of controversy) to the establishment of the first Spanish settlement at La Navidad — and the perilous return home. Archaeologists sift through relics of the Spanish presence: trading beads, crosses serving as landmarks, abandoned gold mines, evidence of the spread of deadly diseases among the native population. Columbus's log reveals his deep-seated ambivalence toward the inhabitants of this unknown land, and his obsession with obtaining gold.

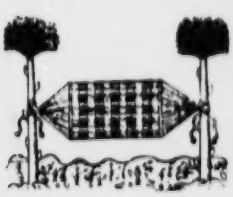
A World in Words

Although the Arawak-speaking people disappeared from the earth within a few generations of their encounter with Columbus, some of their language lives on. Here are some Arawak words that have been incorporated into the English language.

barbecue
an Arawak method of cooking

canoe
from "canoa," a boat made from a single piece of timber

hammock
the swinging bed that became essential equipment for European sailors



hurricane
from Yuracan, an Arawak god, who shook the branches of trees

iguana
the Arawak word for lizard

tobacco
from "taboca," the Y-shaped pipe in which the plant was smoked

The beach at San Salvador is believed by many to be the site of the first encounter.

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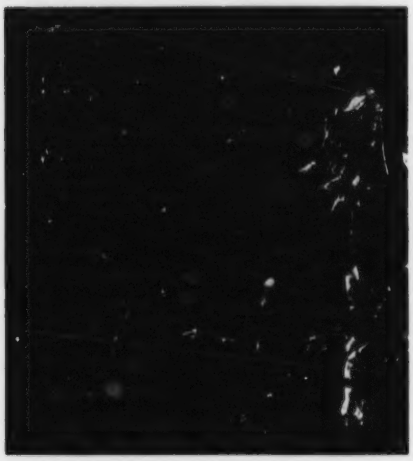
Activities

1 Columbus's own words reveal a lot about his motivations as well as those of his benefactors. Photocopy and distribute **Columbus's Letter** on page 21. Although he addressed the letter to a high court official, he obviously hoped Ferdinand and Isabella would see it. What does this letter tell us about the man and his



An idealized view of Columbus's reception by Ferdinand and Isabella.

values? What does it reveal about what Ferdinand and Isabella wanted him to accomplish? What does he exaggerate, and why? What is his attitude toward the people he encountered? To what extent are Columbus's views and values contradictory? How accurate a document is a letter that was intended as a report to a benefactor?

2 Students can explore the role of perspective in history — and journalism — by staging a mock press conference. Designate one student to represent Columbus; have the rest of the students draw slips of paper assigning them to a newspaper from a particular city (such as the *Tenochtitlan Times*, the *Lisbon Leader*, the *Inca Inkwell*, or the *Palos Post*). Have the "reporters" interview Columbus, asking questions that reflect the interests of their readers, and write stories based on his answers. Post the articles and compare the results.

3 History is said to be written by the winners, but sometimes it isn't written at all. Students can explore the different ways pictures depict history by discussing the **Reading Pictures** handout on page 22. What are the different perspectives represented by the two pictures? What does each picture imply about the goals of Europeans in Mexico? Is one more accurate? How do you decide?

4 Students can explore and compare arguments used for and against Indian and African slavery during the fifteenth and nineteenth centuries by participating in two round-table discussions. Prepare slips of paper to assign each student to a historical figure, such as Isabella, Columbus, Las Casas, Sepúlveda, Montesinos, and Cortés; male and female Indian slaves and slave owners should also be represented. Hand these slips out to half the class. Then prepare a second batch of slips with the names of pro- and anti-slavery activists from the nineteenth century. These could include William Lloyd Garrison, Abraham Lincoln, Harriet Tubman, Daniel Webster, Henry Clay, Sojourner Truth, Frederick Douglass, and the Grimke sisters, as well as slaves, slave owners, and white and African slave traders. Distribute these slips to the remaining half of the class.

Ask each student to become familiar with the position held by the person whose name they drew, and to represent him or her in a debate. Have each group debate the moral, economic, and political arguments used to justify slavery during their period. Then have the class as a whole compare the two centuries. How did the fifteenth-century Spanish and the nineteenth-century Americans define equality? How did their religious values shape their attitudes toward slavery? How did the arguments for and against slavery differ across historical periods, and why?

Discussion Questions

1 Why did Columbus continue to believe he had reached the Indies? What evidence supported his belief? What evidence contradicted it?

2 How do written sources and archaeological evidence complement each other in re-creating Columbus's journey? What can each reveal that the other cannot? Why?

3 What right did Columbus have to take possession of the lands he arrived in? Were his actions consistent with his declared mission? What would you have done in his place?

An illustration from the Basel edition of Columbus's letter to Luis de Santangel.

4 Archaeological and documentary evidence show that Leif Ericsson settled in the Americas centuries before Columbus. Why is Columbus's arrival considered more important by most people?

5 How does the language historians use — words like "New World" and "discovery" — shape our perspective on events? What are some other words we might use to tell the story from a different perspective?

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5

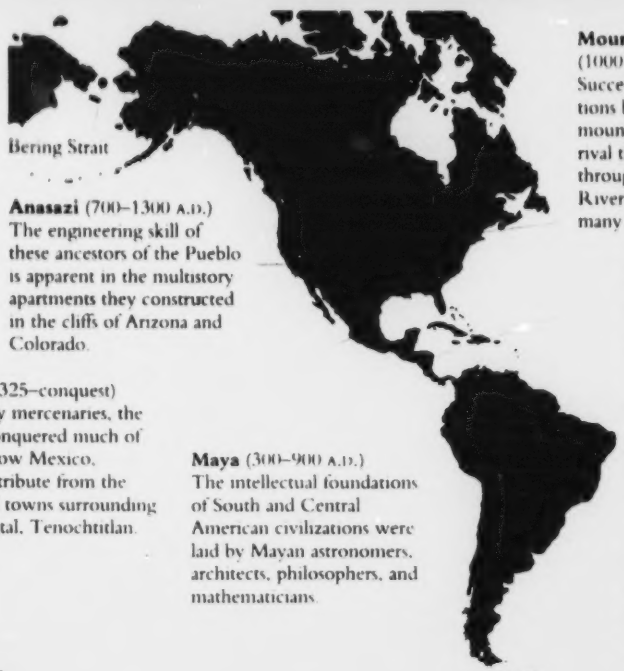
The Sword and the Cross

As the program opens, Columbus is leading 17 ships and 1,200 colonists to settle on Hispaniola. The ill-fated second journey is a microcosm of the conquest, including the desperate search for gold, the recourse to brutality, and the enslavement of native peoples. The writings of Bartolomé de Las Casas, the "defender of the Indians," frame the conflict between the Church, sworn to protect its converts, and the conquistadors, who seek only to exploit them. The episode also discusses the role of another invader — European diseases — in the defeat of native populations, and in their conversion to Christianity. Finally, the synthesis of the two races and the creation of new forms of religious expression are explored, as part of the evolving legacy of Columbus.

In this Kemmelmeyer painting of the first encounter, Columbus is accompanied by both soldiers and priests.

American Civilizations

From the time the first wave of Asian immigrants crossed the Bering Strait as much as 40,000 years ago, the Americas have been home to a rich variety of nations, communities, cultures, and languages. In some parts of North America, bands of fewer than 50 people roamed to gather food; in others, cities of up to 30,000 inhabitants flourished. In Central and South America, a number of great empires rose and fell. Here's a sampling of pre-Columbian cultures.



Anasazi (700–1300 A.D.)
The engineering skill of these ancestors of the Pueblo is apparent in the multistory apartments they constructed in the cliffs of Arizona and Colorado.

Moundbuilders
(1000 B.C.–conquest)
Successive, related civilizations built ceremonial mounds huge enough to rival the Pyramids of Egypt throughout the Mississippi River valley and along many of its tributaries.

Olmec (1500–500 B.C.)
The "mother culture" of Central America arose 150 years before the reign of Tutankhamen in Egypt. Olmec ideas, art, and customs spread throughout Central America.

Aztec (1325–conquest)
Originally mercenaries, the Aztecs conquered much of what is now Mexico, exacting tribute from the cities and towns surrounding their capital, Tenochtitlan.

Maya (300–900 A.D.)
The intellectual foundations of South and Central American civilizations were laid by Mayan astronomers, architects, philosophers, and mathematicians.

Inca (1400–conquest)
With an empire larger than the Ming or Ottoman empires, the Inca used thousands of miles of paved highways and suspension bridges to maintain communications throughout much of South America.

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Activities

1 Students can explore the collision between Native American and European cultures by comparing the images of women in their religions.

While the Virgin of Guadalupe, patron saint of Mexico, is always depicted with Christian imagery, much of her cult of devotion draws on pre-Christian elements. Out of this amalgam of belief, she has emerged as the patroness of a new race.

Have students research goddesses in the Maya, Inca, and Aztec religions, as well as the Virgin Mary and female saints. Examples might include Ixchel, the ancient Mayan moon goddess; Coatlicue, the terrifying Aztec goddess of love and sin; or the Corn Mothers of the Inca. To what extent did the worship of female goddesses reflect women's power or status in these cultures? In what ways did they reinforce stereotyped roles for women? How did the imposition of Christianity affect cultural stereotypes of women?

2 Have students study three different patterns of colonization by dividing into three groups to look at the Spanish, English, and French settlements at Isabela, Plymouth, and Quebec. What kinds of settlers came and why? What was the foundation of the economy? What relationship did the colonists have with the mother country? How did the Native Americans approach the settlers, and how did the settlers respond? After each group presents its results, have students discuss the similarities and differences among the three. How did religious, social, or economic factors shape Native American–European relations?

3 To explore the legacy of colonialism in Latin America, students can compare the ethnic and linguistic composition of different countries in Central and South America and the Caribbean. First, to get a sense of students' preconceptions, have them describe the area. What kind of people live there? How are the Caribbean, Central American, and South American countries similar? How are they different? Then, working individually or in pairs, students can study the population of a particular country (such as Brazil, Argentina, Haiti, Cuba, or Guatemala). What proportion of the population is Indian? mestizo? of African origin? of European background? What is the dominant language and religion?

After presenting their findings in brief oral reports, have students display them graphically on a map for discussion. What do these countries have in common? What are some of the differences between them? How did the legacy of conquest and colonialism evolve differently in different countries? How do students' findings differ from their preconceptions?

4 Although some native cultures were wiped out as a result of European exploration and conquest, many survived and continue to fight for political and cultural autonomy. Students can explore current issues affecting Native Americans by creating a bulletin board display of newspaper clippings, magazine articles, position papers, and leaflets. Issues may include Native American efforts to prevent environmentally damaging development projects, to protect traditional lands, to seek the enforcement of legal treaties, to protest racist imagery in sports and in the media, and to force the reburial of Native American skeletons displayed in museums. Students can also write to Native American rights organizations (see Resources) for information about their attitudes toward the Quincentenary, and post the results.

Discussion Questions

1 What factors enabled the greatly outnumbered Spanish to conquer the native population so easily?

2 What was the relationship between Christianity and the conquest?

3 What arguments were used to oppose the enslavement of the native population? What assumptions are these arguments based on? What arguments would you make today that the Spaniards did not consider?

4 The exploration and colonization of the Americas by the Europeans led to the collision of American, African, and European cultures. What survives and what is lost in this synthesis of cultures? Who benefits from the changes?

5 The Aztecs were a warlike people who practiced brutal rituals against their neighbors and enemies. Recently, increased emphasis has been placed on the brutality of the Spaniards against the native peoples they encountered. Do we judge the brutality of the Europeans more harshly than that of the Aztecs? What do our attitudes reveal about how we view the two cultures?

A Tlaxcalan codex shows native archers encountering something no Indian had seen before — warriors on horseback.

6

The Columbian Exchange

Opening with Columbus's third voyage — his first glimpse of mainland America — this episode explores the intermingling of peoples, cultures, animals, and foods that followed in Columbus's wake. It documents the impact of the horse on Native American culture, the role of the potato in spurring Irish immigration to the United States, the relationship between sugar and slavery, and the contribution of corn and cassava to the African diet. In doing so, it encourages viewers to consider the ways in which the Columbian encounter continues to transform our lives.

Potatoes are still a staple on the high South American tableland where they originated.

By 1836, when this lithograph was made, potatoes had also long been a staple of German cuisine.

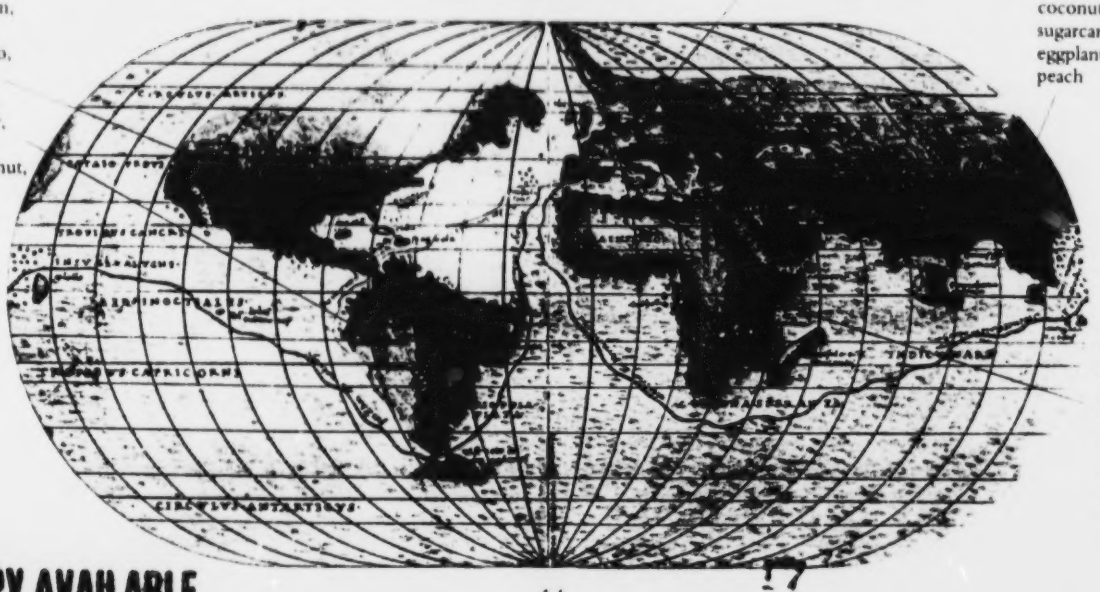
Foods for Thought

It's hard to imagine Italian cuisine without tomatoes, African soups without cassava meal, or an American restaurant without hamburgers. Here are some foods that four continents contributed to our diet.

America
turkey, potato, tomato, corn, green bean, sweet potato, cassava, bell pepper, chili pepper, chocolate, vanilla, peanut, avocado, pineapple, blueberry

Europe
beef, pork, lamb, wheat, honey, onion, lettuce, pear, cabbage, olive

Asia
rice, tea, spices, soybean, coconut, sugarcane, eggplant, peach



Africa
banana, rice, millet, plantain, yam, okra, melegueta pepper, sorghum, coffee

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Activities

1 To help them grasp some of the factors that encourage people to migrate from one place to another, have students draw a three-generation family tree, showing where their parents, maternal and paternal grandparents, and great-grandparents were born. Have them interview their families to discover what led them to move from one country or region to another (or to stay put). Students can use maps to mark the routes their families took to your community.

Students can build on this exercise by interviewing more recent immigrants in your community. Students can write up each person's story and discuss the forces that drew different groups of people to these shores at different times, the reception that greeted them, and how they met the challenges they faced here.

Cattle ranchers have extended the South American grasslands far beyond their original range, often by burning rain forests, as in this Amazon Basin scene.

2 Students can investigate the environmental consequences of the colonization of the Americas by preparing reports, posters, dioramas, or other displays showing the impact of economic development on the environment. Divide the class into small groups and have each choose a topic such as the fur trade, mining, cattle ranching, or plantations growing sugar, tobacco, coffee, or cotton. Ask each group to make a presentation showing how producing each commodity affected the soil, water, habitats, or population distribution in a particular area. What factors contributed to environmental problems? How were these problems dealt with? What alternative solutions might have been possible?

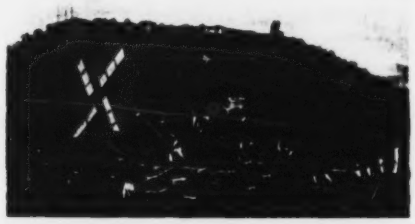
3 Students can explore the impact of slavery on the history and culture of the United States by preparing a multimedia display. Activities might include preparing exhibits on the Middle Passage; the daily life of urban, domestic, or plantation slaves; the economics and environmental impact of slave-based agriculture; the dynamics of slave trading; and the impact of the slave trade on African civilizations. Some students might prepare and post a series of one-page reports describing slavery in other cultures: the ancient Greeks, West Africans, medieval Egyptians, Aztecs, and Native Americans of the Northwest. Others might collect and display visual images depicting the slave experience, or perform dramatic readings from oral histories of former slaves. They might re-enact the religious, legal, and political debates over slavery, or perform or tape songs of resistance.

4 Students can explore the cultural heritage of the United States by tracing the roots of American music. Working individually or in groups, students can choose a particular kind of American music — jazz, rock, blues, gospel, folk, country, rap, Latin, or American classical composers — and prepare a presentation on its origins and evolution. What cultures contributed to each musical style? What makes each style uniquely American?

American jazz musician Louis Armstrong (1900–71).

Discussion Questions

1 What are five ways that the Columbian exchange of crops, products, and people is reflected in your daily life?



From planting through harvest through processing in the hellish environment of the sugarhouse, sugarcane exacted a frightful toll in human lives.

2 How did the transfer of food crops affect the relative demographic strengths of Europe, Africa, and the Americas? What impact did population change have on the economy in each case?

3 Why was slavery so closely connected with crops such as sugar, tobacco, and cotton? How did the economic conditions of life in the Americas shape the institution of slavery? How did the nature of slavery in the Americas shape the ideology of racism?

4 In what ways did contact with Europe transform the natural environment of the Americas? To what extent can today's environmental problems be traced to the encounter between the two cultures?

5 Do you agree with the idea that the United States is a "melting pot" in which different ethnic groups are boiled into a common stock? How far can citizens of the United States go in retaining an ethnic identity and still be "American"? What does it mean to be an American?

7

In Search of Columbus

This episode follows Columbus on his fourth and final journey — yet another search for the elusive sea route to Asia — and examines the legacy he left to history. It discusses the realization by the Europeans of the existence of a new world. It describes how the discovery of silver in the Americas led to a new global economy, establishing Spain for a brief time as the center of European power. Interviews present a variety of perspectives on Columbus's enterprise — even the controversy over his burial place underscores the ambiguity and uncertainty that surround the man and his deeds.

Commemorating Columbus

The holiday that the United States designates as Columbus Day is not celebrated in most Latin American countries. In those countries, October 12 is known as Dia de la Raza, and commemorates the heritage of European and American peoples and their synthesis into a new culture. As the Columbus Quincentenary approaches, activists have proposed renaming the holiday.

Left
Carnival mummery in Mexico often reflects an irreverent view of the Spanish conquerors and their religion.

Below
Columbus Day in Columbus, Ohio.

Day of Indian Dignity
Celebrate 500 years of resistance and the survival of Native American cultures.

Day of Mourning
Reflect on the human tragedies that followed in Columbus's wake.

Unity Day
Commemorate the creation of one world and the synthesis of global cultures and races achieved since Columbus.

Day of the Ecosphere
Honor the natural environment that evolved from the joining of the two hemispheres, and pledge to preserve it.

No holiday
Abolish any form of commemoration; there is nothing to celebrate.

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Activities

1 Photocopy and distribute the **Judging Columbus** handout on page 23. How do the various assessments of Columbus reflect the era and nationality of the writer? Is any one assessment correct? How can you decide?

2 Explore this year's celebration of the Columbus Quincentenary by creating a bulletin board display of columns, clippings, and political cartoons related to Columbus's voyage. Students can add to the collection by writing to the embassies of various countries and to representatives of political or ethnic organizations (see Resources) to ask how they plan to observe Columbus Day 1992.

Follow up by discussing the alternative holidays listed on the facing page. Have students vote on what they think is the appropriate way to observe October 12. Or have groups make greeting cards for a new October 12 holiday.

3 Help students gain a new perspective on the legacy of Columbus. Photocopy and distribute the article, **Through the Looking Glass,** on pages 24–25. In this article, a fictitious "European Rights" activist looks at the legacy of the Aztec conquest of Europe 500 years before. Does this article help students better appreciate the Native American perspective on the Quincentenary? Is this article more or less effective than a straightforward editorial as a way of emphasizing this perspective? Why?

4 To help students look critically at the way history is taught, divide them into groups and have each group read and critique a children's book about Columbus. Examples might include *Columbus* by Ingri and Edgar Parin D'Aulaire; *Where Do You Think You're Going, Christopher Columbus?* by Jean Fritz; *Christopher Columbus* by Lino Monchieri; or *Christopher Columbus: Admiral of the Ocean Sea* by Mary Pope Osborne. Students might also critique elementary or junior high school textbooks. How is Columbus portrayed? How are the indigenous populations portrayed? Which characters are given names? Which characters act, and which react? Whose thoughts and feelings are readers asked to empathize with? What do the pictures show? What don't they show? From whose point of view is the story told? Do you agree or disagree with the interpretation? Why? To follow up, the class could write a play about the first encounter and perform it for younger students.

Remnants from the Columbian World Exposition 1893: a pairing of the Father of his Country with its Genoese Godfather.

5 Have students explore how our idea of heroism shapes and is shaped by our interpretation of history. Ask each student to name a man or woman who is considered by some to be a hero, and to read a variety of accounts that give different perspectives on that individual. Have the student then write an essay stating whether that person deserves to be considered a hero, and why. To whom is this person a hero? To what extent can this person claim sole credit for his or her accomplishments? What standards should we use in proclaiming someone a hero? How might these standards change over time?

6 What were the consequences of Columbus's journey, and how do they affect us today? To answer these questions, have students make a large chart on the blackboard, with columns for Europe, America, and Africa. Have students brainstorm a list of consequences of Columbus's expedition. List each consequence at the left of the chart, and ask students to decide whether it had a positive or negative impact on each of the three continents. At the end, ask them to discuss how the pluses and minuses add up.

Discussion Questions

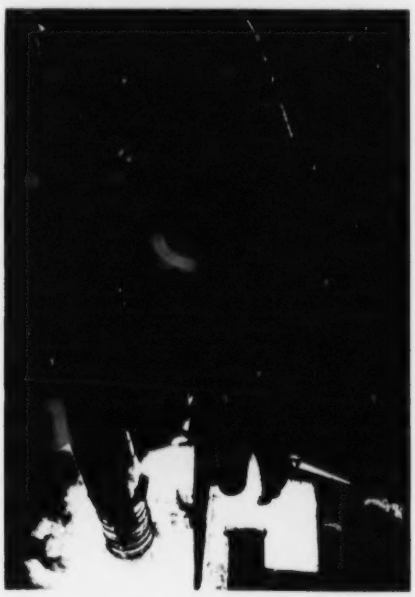
1 Why was the continent where Columbus landed named after Amerigo Vespucci? Who deserves more credit, the person who makes a discovery or the person who grasps its significance?

2 Why is Columbus Day celebrated so differently in North America than in Latin America?

3 In your opinion, was Columbus a hero? a villain? something in between? Is it fair to apply contemporary standards in judging his behavior? Why or why not?

4 Why do American history textbooks usually start with Columbus? If you were writing a textbook, where would you start?

5 Suppose you were to plan an expedition seeking life on other planets. What lessons would you learn from Columbus's voyages?



The space shuttle Columbia sails on yet another human quest for knowledge, profit, and glory.

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Student Activity

The Faces of Columbus

Over the past 500 years, scores of artists have portrayed Columbus. Look at the selection of portraits below. What does each artist's depiction of Columbus say about the artist and the era? What kind of person does Columbus seem to be in each picture? What is the relationship between Columbus and the other people in the picture? From what you know about Columbus, is this a realistic depiction? What does each portrait tell us about the artist's attitude toward Columbus? Why do you think so many artists have chosen him as a subject?

center: Engraving by Theodor de Bry, 1595

clockwise from top:
The Inspiration of Columbus, by José María Obregón, 1856

In this formal domestic scene, Columbus is shown with his mistress Beatrice de Harana and his sons Diego and Ferdinand.

Drawing by Handelsman,
© 1992 The New Yorker Magazine, Inc

"We've thought and thought, but we're at a loss about what to call ourselves. Any ideas?"

The Last Moments of Christopher Columbus, Luigi Scalliero, late 19th century

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Student Activity

Test Your Columbus IQ

What many of us know about Christopher Columbus is at best romanticized, at worst inaccurate and incomplete. The circumstances that led to his voyages across the Atlantic, and the consequences of the meetings of two worlds, offer a wealth of fascinating facts. Test your Columbus IQ with the quiz below.

1 Many scholars believed the world was round before Columbus set sail. True or false?

2 Christopher Columbus was
- a Genoese
- b Castilian
- c Portuguese
- d French

3 October 12 is
- a Columbus's birthday
- b the day Columbus set sail from Spain
- c the day Columbus landed at San Salvador
- d the day Columbus returned to Spain

4 As Columbus sailed through the Caribbean and along the coast of South America, he gave places names that reflected his religious faith and his loyalty to his Spanish patrons. Match the location with the appropriate description:

1 Santa María was wrecked here on December 25, 1492
2 Columbus's first landfall
3 on his third voyage, Columbus saw three hills on this island
4 Dominicans and Haitians call it home
5 patron of those fighting to expand Christendom
6 Columbus sighted this island on the Sabbath

- a Dominica
- b Trinidad
- c Santa María de Guadalupe
- d San Salvador
- e Navidad
- f Hispaniola

5 Many words from the native languages of the Caribbean and South America have assimilated into English. Which one of the following familiar words did *not* originate in the Caribbean or South America?
- a barbecue
- b canoe
- c calypso
- d hurricane
- e tobacco
- f tomato

6 Who won the race to reach the Orient from Europe by sea?
- a Christopher Columbus
- b Vasco da Gama
- c Marco Polo
- d Ferdinand Magellan

7 Who controlled the larger empire?
- a Charles V
- b Montezuma II

8 By transporting plants and animals between the Old World and the New World, Columbus changed forever the destinies of the people of North and South America, Africa, and Europe. Match up the commodity with its description.

1 native to South America; helped fuel the Industrial Revolution
2 Caribbean in origin; now a staple of African diet
3 unknown to Indians before the sixteenth century
4 unknown to Europeans before the fifteenth century
5 grown by Aztecs; adopted by Italians
6 caused more human migration than any other crop

- a tomato
- b sugar cane
- c potato
- d horses
- e cassava
- f tobacco

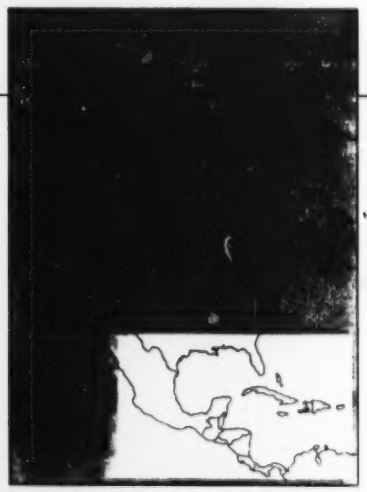
9 Shortly after Columbus's first voyage, the lands he had claimed were divided between Spain and Portugal. Who made this division?
- a Pope Alexander VI
- b the Spanish monarch
- c the Portuguese monarch
- d Christopher Columbus

10 During the height of colonization, approximately how many Africans were brought to the Caribbean each year to work on plantations?
- a 1,200
- b 5,000
- c 7,500
- d 13,000

Student Activity

Mesoamerican Cultures

This map illustrates the major Mesoamerican and Caribbean tribes that existed in the late fifteenth century. At that time in the Americas, there were millions of Native Americans, speaking thousands of distinct languages. How many names are you familiar with? Choose five cultures you know little or nothing about and see what you can find out. What was their culture like? What was their relationship to neighboring tribes and to the Europeans? If you couldn't find out anything about certain groups, why do you think that is? If so many groups existed, why do you think the Europeans felt they could claim the lands for Spain?



Source: Carl Waldman, *Atlas of the North American Indian*, New York: Facts on File Publications, 1985.

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Student Activity

Columbus's Letter

On February 15, 1493, Columbus wrote a condensed account of his first voyage to a high official of the Kingdom of Aragon. The letter was published all over Europe. The excerpts below tell of Columbus's first impressions of the new land. What conclusions can you draw about Columbus's motivations and those of his benefactors? Where do you think he is exaggerating, and for what purpose? What do you think he hopes to gain through this letter? What do you find most surprising about his attitude?

Sir: ... There I found very many islands, filled with innumerable people, and I have taken possession of them all for their Highnesses, done by proclamation and with the royal standard unfurled, and no opposition was offered to me....

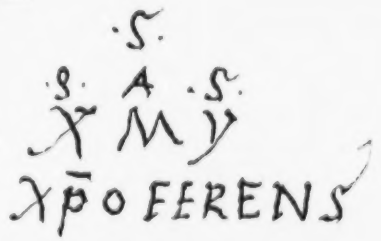
Española is a marvel.... The harbors of the sea here are such as cannot be believed to exist unless they have been seen, and so with the rivers, many and great, and of good water, the majority of which contain gold....

The people of this island and of all the other islands which I have found and of which I have information, all go naked, men and women, as their mothers bore them.... They refuse nothing that they possess, if it be asked of them; on the contrary, they invite any one to share it and display as much love as if they would give their hearts.... I gave them a thousand handsome things ... in order that they might conceive affection for us and, more than that, might become Christians and be inclined to the love and service of Your Highnesses and of the whole Castilian nation, and strive to collect and give us of the things which they have in abundance and which are necessary to us....

I have taken possession of all for their Highnesses, and all are more richly endowed than I know how or am able to say, and I hold all for their Highnesses, so that they may dispose of them as they do of the kingdoms of Castile and as absolutely. But especially, in Española, in the situation most convenient and in the best position for the mines of gold and for all trade as well with the mainland here as with that there, belonging to the Grand Khan, where will be great trade and profit....

In conclusion, ... their Highnesses can see that I will give them as much gold as they may need, if their Highnesses will render me very slight assistance; moreover, spice and cotton, as much as their Highnesses shall command; and mastic, as much as they shall order to be shipped and which, up to now, has been found only in Greece ... and aloe wood, as much as they shall order to be shipped, and slaves, as many as they shall order to be shipped and who will be from the idolators....

Since Our Redeemer has given the victory to our most illustrious King and Queen, ... for this all Christendom ought to feel delight and make great feasts and give solemn thanks to the Holy Trinity, with many solemn prayers for the great exaltation which they shall have in the turning of so many peoples to our holy faith, and afterwards for the temporal benefits, because not only Spain but all Christendom will have hence refreshment and gain.



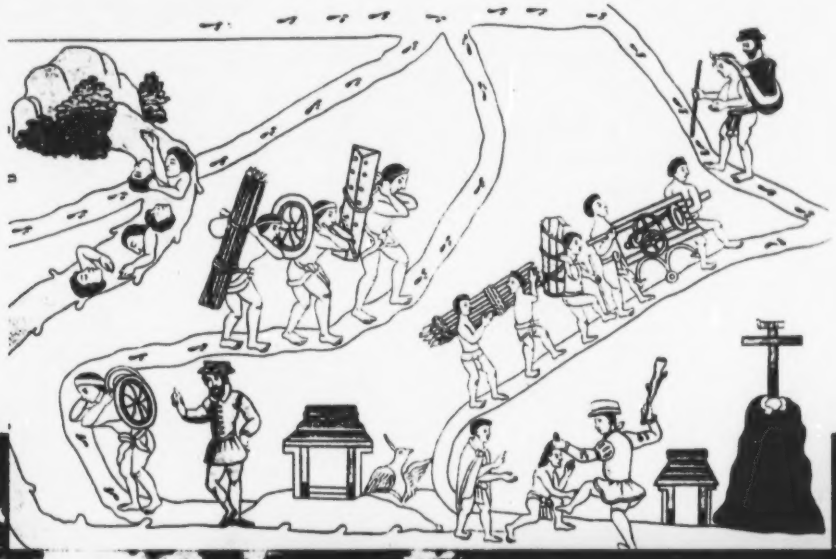
The cryptic signature of Christopher Columbus.

(Excerpted from *The Journal of Christopher Columbus*, translated by Cecil Jane. New York: Clarkson N. Potter, Inc., 1960, pp. 191–201.)

Student Activity

Reading Pictures

These two pictures represent two very different perspectives. The top illustration is from an Aztec codex or book. It depicts their treatment at the hands of the Europeans. The bottom represents the European perspective. What do the two pictures imply is the Europeans' goal in Mexico? How do you decide which one is correct? Is it possible that both are true in the minds of the artists and their cultures?



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Student Activity

Judging Columbus

Many things have been said about Columbus in the 500 years since his first voyage. Recently Columbus has received more bad press than good. How can we view history constructively, so that we learn from it? How do we understand the actions of historical figures within the context of their own time? Is it appropriate for us to judge the past by our own moral code? Answer these questions on a separate sheet of paper: **1.** How do the various assessments of Columbus reflect the era and nationality of the writer? Is any one assessment correct? **2.** How would you describe the legacy of Columbus in your own words?

"The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies."

Francisco Lopez de Gomara
Histona general de las Indias, 1552

"The discovery of America, and that of a passage to the East Indies by the Cape of Good Hope, are the two greatest and most important events recorded in the history of mankind."

Adam Smith
The Wealth of Nations, 1776

"He might have been an unselfish promoter of geographical science; he proved a rabid seeker for gold and a viceroyalty. He might have won converts to the fold of Christ by the kindness of his spirit; he gained the execrations of the good angels. He might, like Las Casas, have rebuked the fiendishness of his contemporaries; he set them an example of perverted belief."

Justin Winsor
Columbus biographer, 1891

"He had his faults and defects, but they were largely the defects of the qualities that made him great — his indomitable will, his superb faith in God and in his own mission as the Christ-bearer to lands beyond the seas, his stubborn persistence despite neglect, poverty, and discouragement. But there was no flaw, no dark side to the most outstanding and essential of all his qualities — his seamanship."

Samuel Eliot Morison
Christopher Columbus, Mariner, 1942

"Here was a man greedy in large ways and in small ways — to the point where he took for himself the reward for first sighting land from the Pinta lookout. Cruel in petty things, as when he set a dying monkey with two paws cut off to fight a wild pig; cruel on a continental scale, as when he set in motion what de Las Casas called 'the beginning of the bloody trail of conquest across the Americas.'"

Hans Koning
Columbus: His Enterprise, 1976

"Columbus is above all the figure with whom the Modern Age — the age by which we may delineate these past five hundred years — properly begins, and in his character as in his exploits we are given an extraordinary insight into the patterns that shaped the age at its start and still for the most part shape it today."

Kirkpatrick Sale
The Conquest of Paradise, 1991

"He represents the worst of his era.
We should honor those who rise above their times."

Jack Weatherford
Indian Givers, 1988

"What are [the] positive aspects of the Columbus legacy? If you're talking about the horse, yeah, we like the horse. Indians raised the use of the horse to a high military art. Was that a good result of that invasion? Yes. Is it something we would have traded for the many Indian peoples who are no longer here because of that invasion? No."

Suzan Shown Harjo
Director, Morning Star Foundation, 1991

Student Activity

Through the Looking Glass

To fully appreciate the implications of historical events, students of history are often advised to view events from different perspectives. But how can you really put yourself in someone else's shoes and understand how they feel? The article below offers one method — turn the tables! The writer of this article asked the question: What would the world be like today if the Aztecs had crossed the Atlantic and conquered Europe instead of the other way around?

What would the world be like today if the ferocious Caribs depicted in this picture had actually conquered the Spaniards?

An open letter from European Rights Activist Wanblee Johnson

Five hundred years ago Callicoatl sailed across the ocean in three Aztec boats and found a new continent, a new Eastern Hemisphere, an event being commemorated this year with great fanfare and celebration. Every child knows the story: how Callicoatl convinced Montezuma II to support his journey, how the Aztec sailors nearly despaired on the journey, how they "discovered" a strange white-skinned race in the "New World."

But that is only part of the story. On this anniversary, the record must be set straight. Callicoatl did not "discover" this continent; he invaded it. It was already inhabited by many nations. Over the past five centuries, we, the native peoples of Europe, have seen our natural resources and spirituality stolen, and our relatives enslaved and sacrificed. That is hardly a history worth celebrating.

In the Pre-Callicoatlian era, the Greeks, the Romans, the Egyptians, the Moors, and other indigenous peoples of the Eastern Hemisphere ruled great empires. They contributed much to the world, as is attested to by the great temples and pyramids they left behind. They had detailed knowledge of astronomy, law, agriculture, and religion. True, there were wars among them, and persecution of those who did not follow the state religion. But they were no more oppressive than the empires of Montezuma II or the Inca Túpac Yupanki in the "Old World" 500 years ago. And, as in the Western Hemisphere, there were many tribal peoples still living in harmony with nature.

Other explorers sailed to these shores, even some who claimed to have arrived before Callicoatl: the Arawak, the Beothuk, and the Lenni-Lenape. But it was the Aztec flag

of Anahuak and the Inca flag of Tawantinsuyo that were first firmly planted in our lands. Soon thereafter, this land was named Omequauh after another Aztec-sponsored explorer. The Aztecs and Incas conquered and divided up South and Central Omequauh — the lands we call Africa, Iberia, and the islands of the Mediterranean Sea. Later, the Dakota and the Ojibewa fought over and divided North Omequauh, my home continent, which we call "Europe."

Some great European leaders forged alliances of knights to resist the settlers, but our freedom fighters were never unified enough to prevail. Some of our peoples — the Irish, Icelanders, Corsicans, Sardinians, and others — were wiped out, their cultures lost to history.

You may know us as "Native Omequauhns," but we prefer to be called the "Original Europeans." We are not one people but many. We speak many tongues, which you may call "dialects" but we prefer to equate with your languages. We worship under different religions that were outlawed until recently, and are ridiculed to this day as mere superstitions. The religion of my ancestors was known as "Christianity," and some of us still pray to a single god and his son.

Though we are commonly called "tribes," we have historically existed as *nations*, with our own borders, provinces, and capitals. The capital of my ancestors, London, was as great in its time as Cuzco or Tenochtitlán, until it was sacked by the invaders. My people, the York band of the English tribe, were once citizens of Yorkshire province (or county) in the English Nation (or England). Many of our peoples are not called by their original names, but by names that others have given them. The Krauts, for instance, are more properly called Germans, or Deutsche in their own language; the Frogs should be called French, or Français in their own language.

Our ancestral land rights have been steadily whittled away. My English people, for instance, are scattered over 50 small reservations throughout the island of Britain, and on the continental mainland where one-third of us were forcibly relocated a century ago. Most of the agreements we signed to guarantee our access to natural resources on the lands we used to own were broken, and some lands were stolen outright. Today, some descendants of the settlers don't understand why we continue to exercise these rights. Some even tell us to go back to where we came from!

My people were forced into dependency after the warriors (whom we called the "Long Arrows") slaughtered the sheep — our main livelihood. Our children were sent to schools run by the Bureau of Caucasian Affairs (BCA), where they were forced to learn only Dakota, and beaten if they spoke English. They were given Dakota names to replace their own. Through the generations, many of our people began to look, dress, walk, and talk like the settlers. Some Europeans became so obedient to authority that we called them "conches" — white on the outside, red on the inside.

Only about 25 years ago did our peoples start to reclaim their European heritage. On my reservation, young people started learning the English language. We also began to communicate with native peoples in South and Central Omequauh, some of whom actually form a majority in their countries. Though they speak different colonial languages (Náhuatl and Quechua), our concerns are similar.

Reclaiming our cultures means learning from our elders, and reading the great works of Chaucer and other ancient prophets. It means challenging stereotypes, such as the view that all of our people wear suits of armor. It means reinforcing our traditional governments, to counter the BCA councils which sold off so much of our land. Above all, it means countering the despair on our reservations — the poverty, consumption of beer and chicha, and low self-esteem among native youth.

The rebirth of our European cultures has also stimulated interest on the part of mainstream society. Nowadays, some children playing "Warriors and Knights" actually want to be the knights. But we also find non-Europeans romanticizing our cultures, and trying to usurp them in the same way they usurped our land. Some dress up like our holy priests and conduct the sacred catechism ceremony for the benefit of their own curiosity. We don't appreciate seeing ethnic Dakota wearing powdered wigs, or putting on ballroom dances. We roll our eyes whenever one of these "wannabes" says his great-grandmother was a Swedish princess.

There was a time when our only response was passive acceptance. But no more. The European Wars are being rekindled, as more nations defend the lands where our ancestors are buried. Many remember the armed confrontations at the Long Fjord Norwegian Reservation two decades ago, or at the Lake Balaton Hungarian Reservation two years ago. If our sovereignty is not recognized, these skirmishes are likely to continue.

In the face of overwhelming odds — the near-extinction of our population, and the theft of our religions and lands — we have survived. When you talk about "celebrating" the arrival of Callicoatl, it sends a chill up our spines. Even Callicoatl's name, in the Náhuatl language, means "Serpent from the West." If you don't recognize that our people were already here when he arrived, you will never be able to recognize that we are here, in front of you, today.

(Zoltan Grossman, "Through the Looking Glass: An Open Letter from European Rights Activist Wanblee Johnson," *Report on the Americas*, December 1991, Volume XXV, Number 3, p. 38. Reprinted by permission of the North American Congress on Latin America (NACLA), 475 Riverside Drive, #454, New York, NY, 10115.)

Suggested Readings

Biographies

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Resources

Alternative Viewpoints
The following is a sample of the many organizations that publish information offering different perspectives on the Quincentenary.

Alliance for Cultural Democracy
P.O. Box 7591
Minneapolis, MN 55407
ACD is a national network that works for grassroots empowerment and democratic participation through cultural activity. ACD publishes the quarterly newspaper *huracán*, featuring information about quincentennial activities.

CALC — Clergy & Laity Concerned
P.O. Box 1987
Decatur, GA 30031
(404) 377-1983
Publishes *CALC Report* (Vol. XV, No. 3 was entitled "What Really Happened in 1492?") and also distributes a packet of Columbus-related materials from diverse viewpoints for $5. CALC is also developing a curriculum around the "Rediscovering the History of the Americas" theme. Contact the 1992 Curriculum Working Group at the above address.

Canadian Alliance in Solidarity With Native Peoples
P.O. Box 574, Station P
Toronto, Ontario M5S 2T1
Canada
The group's *Resource Reading List 1990* (available for $19.95) describes films, periodicals, books, curricula, and other resource materials related to Native Americans.

Indigenous Thought
c/o Jan Elliott
6802 SW 13th Street
Gainesville, FL 32608
(904) 378-3246
This monthly newsletter focuses on quincentennial issues from a Native American perspective.

Minneapolis Library Association
ATTN: Chris Dodge
4645 Columbus Avenue South
Minneapolis, MN 55407
(612) 541-8572
Call or write for information about a resolution passed by the American Library Association urging school and community librarians to present both Native American and European perspectives on the Quincentenary.

National Council of Churches
475 Riverside Drive, #572
New York, NY 10115
Distributes *Responding Faithfully to the Quincentenary: A Study/Action Packet*. This 60-page action packet raises questions about the impact of Europeans since 1492 on the indigenous peoples of the Americas.

Native American Ministry
United Methodist Church
P.O. Box 75050
Milwaukee, WI 53215
(414) 384-1500
Distributes an annotated bibliography on Native Peoples of North America, including sections on children, women, law, and spirituality.

The coming of the horse raised Plains Indian culture to its apogee. In this crayon-and-pencil drawing circa 1887, a Kiowa brave is shown in full dress, mounting a horse decked out in equally splendid battle attire.

1992 Alliance
c/o Richard Hill
American Indian Art Institute
P.O. Box 2007
Santa Fe, NM 87504
or
c/o Suzan Shown Harjo
Morning Star Foundation
403 10th Street SE
Washington, DC 20003
The 1992 Alliance coordinates the efforts of Native American organizations, foundations, and the media to provide opportunities for discussion of themes and topics of Indian concern during the Quincentenary.

North American Congress on Latin America (NACLA)
475 Riverside Drive
Room 454
New York, NY 10115
(212) 870-3146
NACLA is devoting four issues of its *Report on the Americas* magazine to special reports on the conquest, land, indigenous peoples, and African peoples of the Americas.

Rethinking Schools
1001 East Keefe Avenue
Milwaukee, WI 53212
(414) 964-9646
Publishes a bimonthly newspaper, *Rethinking Schools*. The special edition *Rethinking Columbus* is a 96-page magazine featuring articles, poems, and resources for teaching about Columbus and contemporary Native American issues. Single copies are $4 plus $2 postage. Bulk rates available.

Re-View 1492–1992
P.O. Box 801
New York, NY 10009
This bilingual (English/Spanish) newsletter includes articles and resources from around the world.

Two Visions of the Conquest
SPICE/Latin America Project
Littlefield Center, Room 14
300 Lasuen Street
Stanford University
Stanford, CA 94305-5013
(415) 723-1114
This one-week unit for grades 9–12 compares the Spanish and Aztec views of the Spanish conquest of the Aztecs in Mexico. Package includes slides of the Aztec and Spanish paintings of events during the conquest and eyewitness accounts from both perspectives.

View from the Shore — American Indian Perspectives on the Quincentenary
Northeast Indian Quarterly
400 Caldwell Hall
Cornell University
Ithaca, NY 14853
A special issue of the *Northeast Indian Quarterly, View from the Shore* offers numerous articles from a Native American perspective, as well as an extensive resource list.

Quincentenary Organizations

Christopher Columbus
Quincentenary Jubilee Commission
1801 F Street NW
Washington, DC 20006

National Hispanic Quincentennial Commission
810 First Street NE, 3rd Floor
Washington, DC 20002-4205

National Italian-American Foundation
ATTN: Maria Scarapicchia
666 11th Street NW #800
Washington, DC 20001-4596
Contact the National Italian-American Foundation for a list of commissions organizing quincentenary activities in their respective states.

Spain '92 Foundation
1821 Jefferson Place NW
Washington, DC 20036

Quinto Centenario/Quincentennial
Organization of American States
1889 F Street NW
Washington, DC 20006

Student Newspaper Supplement

A 16-page Columbus newspaper supplement for grades 5–8 is also available. The supplement includes articles and activities about Europe and the Americas; navigation and geography; the encounter and exchange between Europe and the Americas and its legacy; and a special section on historical perspectives. The newspaper supplement is being distributed by the Newspaper-in-Education (NIE) departments of many newspapers nationwide. At press time, the following newspapers planned to print the supplement. Please contact your NIE coordinator directly.

AL	Huntsville Times	Lee Ann Yeager	205/532-4497	
CA	San Diego Union/Tribune	Marlyne Kwasek	619/293-2114	
CA	San Jose Mercury News	Cheryl Dingman	408/920-5000	
CO	Denver Post	Jill Scott	303/820-1335	
CO	Pueblo Chieftain	Jacquie Huffaker	719/544-3520	x311
CT	Advocate & Greenwich Time	John Wentzel	203/964-2387	
CT	Connecticut Post	Wendy Weisman	203/330-6219	
CT	Bristol Press	Marilyn Bresson	203/584-0501	
CT	Danbury News-Times	Barbara Levitt	203/731-3404	
CT	Evening Sentinel	Pauline Keefe	203/734-2546	
CT	Hartford Courant	Marcey Munoz	203/241-3790	
CT	Meriden Record Journal	Sandra Blodgett	203/235-1661	x7326
CT	New Britain Herald	Lori Groves	203/225-4601	
CT	New London Day	Elaine Stattler	203/442-2200	
FL	Bradenton Herald	NIE Dept.	813/748-0411	
FL	Daytona News-Journal	NIE Dept.	904/252-1511	
FL	Florida Today	Linda Ingram	407/242-3891	
FL	Fort Myers News-Press	Lisa Madden	813/335-0415	
FL	Ft. Lauderdale Sun Sentinel	Deborah Meissner	305/425-1183	
FL	Jacksonville Florida Times-Union	Caroline Charbonnet	904/359-4447	
FL	Miami Herald	Carolyn Lavan	305/376-3246	
FL	Northwest Florida Daily News	Carol DeBolt	904/863-1111	
FL	Palm Beach Post	Sara Hoffner	407/837-4170	
FL	Panama City News-Herald	Judy Hancock	904/783-7621	
FL	Pensacola News Journal	NIE Dept.	904/435-8638	
FL	St. Augustine Record	NIE Dept.	904/829-6562	
FL	St. Petersburg Times	Eddie Moran	813/893-8138	
FL	Tampa Tribune	Rene Gunter	813/272-7764	
IL	Chicago Sun-Times	Ken Scott	312/321-3161	
IL	Pioneer Press	Leanne Mitchell	708/251-4300	
IL	Times Courier	Betty Boyer	217/345-7085	
IN	Fort Wayne Newspapers	Nancy White	219/461-8832	
IN	Gary Post-Tribune	Alicia McGill	219/881-3039	
KS	Topeka Capital Journal	Carolyn Terhune	913/295-1111	
MA	Boston Globe	Gwen Wharton	617/929-2640	
ME	Bangor Daily News	Donna Fransen	207/990-8218	
ME	Bath Brunswick Times Record	Paula Cornelio	207/729-3311	
ME	Central Maine Morning Sentinel	Clayton La Verdiere	207/873-3341	
ME	Dept. of Education NIE Office	Becky Hayes Boober	207/289-5982	
ME	Journal Tribune	Fran DeFrancesco	207/282-1535	
ME	Kennebec Journal	Linda Cote	207/623-3811	
ME	Lewiston Sun Journal	Larry Baril	207/784-5411	
ME	Portland Press Herald	Jim Gold	207/780-9000	
MN	Duluth News-Tribune	Jan Chronister	800/456-8080	
MO	St. Louis Dispatch	Leslee Small	800/365-0820	
NC	Charlotte Observer	Ginny Swinson	800/532-5350	
NY	Newsday	Patricia Houk	516/454-2184	
OR	Corvallis Gazette-Times	Bonnie Winans	503/753-2641	
OR	East Oregonian	Amy Bedford	503/276-2211	
OR	Observer	Bob Moody	503/963-3161	
PA	Dept. of Education	James Wetzler	717/783-1832	
PA	Gettysburg Times	Marilyn Maitland	717/334-1131	
PA	Lancaster Newspapers	Sherrye Dee Garrett	717/291-8701	
PA	New Castle News	Jill Haines	412/654-6651	
PA	Philadelphia Inquirer	Debbie Carroll	215/854-5656	
PA	Pottsville Republican	Kay Haffey	717/622-3456	
PA	Times Publishing Company	Carol Bowersox	814/487-1820	
SD	Rapid City Journal	Naomi Dempcy	605/394-8387	
TN	Knoxville News-Sentinel	Diana Morgan	615/521-1766	
TX	San Antonio Light	Joe Carroll Rust	512/271-2723	
WA	Spokesman Rev/Spokane Chronicle	Christine Bubb	800/338-8801	x5071
WV	Charleston Gazette/Daily Mail	Megan Widdecombe	304/348-7906	
WV	West Virginia Press Assoc.	Gloria Flowers	304/342-1101	

National Council for the Social Studies Position Statement

The Columbian Quincentenary

An Educational Opportunity

Nineteen ninety-two is the 500th anniversary of Columbus's first voyage to the Americas. The voyage of Columbus is a much too significant event in human history for the nation's schools and colleges to ignore or to treat romantically or trivially. The most fitting and enduring way in which educators can participate in commemorating the Quincentenary is to examine seriously the available scholarship to enhance our knowledge about 1492 and, in turn, to enhance the knowledge of our students. Specifically, educators should

help students comprehend the contemporary relevance of 1492, and

provide students with basic, accurate knowledge about Columbus's voyages, their historical setting, and unfolding effects.

Sixty years after Columbus's first landfall in the Americas, Francisco Lopez de Gomara wrote: "The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies." In the year the thirteen English colonies declared their independence from Britain, Adam Smith observed: "The discovery of America, and that of a passage to the East Indies by the Cape of Good Hope, are the two greatest and most important events recorded in the history of mankind."

Although these two famous assessments of the significance of 1492 in human history may be overstatements, it is certainly true that the world as we know it would not have come to be were it not for the chain of events set in motion by European contact with the Americas.

The Contemporary Relevance of 1492

One of the most significant and visible features of the contemporary United States is its multiethnic and culturally pluralistic character. Scholars describe the United States as one of history's first universal or world nations — its people are a microcosm of humanity with biological, cultural, and social ties to all other parts of the earth. The origin of these critical features of our demographic and our civic life lies in the initial encounters and migrations of peoples and cultures of the Americas, Europe, and Africa.

Another significant feature of the United States is the fact that the nation and its citizens are an integral part of a global society created by forces that began to unfold in 1492. Geographically, the Eastern and Western Hemispheres were joined after millennia of virtual isolation from one another. Economically, the growth of the modern global economy was substantially stimulated by the bullion trade linking Latin America, Europe, and Asia; the slave trade connecting Africa, Europe, and the Americas; and the fur trade joining North America, western Europe, and Russia. Politically, the contemporary worldwide international system was born in the extension of intra-European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, and the accompanying intrusion of Europeans into the political affairs of Native Americans, and the Native Americans' influence on the political and military affairs of European states. Ecologically, the massive transcontinental exchange of plants, animals, microorganisms, and natural resources initiated by the Spanish and Portuguese voyages modified the global ecological system forever.

Basic Knowledge about the Historical Setting and Effects of Columbus's Voyages

Educators should ensure that good contemporary scholarship and reliable traditional sources be used in teaching students about Columbus's voyages, their historical settings, and unfolding effects. Scholarship highlights some important facets of history that are in danger of being disregarded, obscured, or ignored in the public hyperbole that is likely to surround the Quincentenary. Particular attention should be given to the following:

Columbus did not discover a new world and, thus, initiate American history.

Neither did the Vikings nor did the seafaring Africans, Chinese, Pacific Islanders, or other people who may have preceded the Vikings. The land that Columbus encountered was not a new world. Rather, it was a world of peoples with rich and complex histories dating back at least 1,500 years or possibly earlier. On that fateful morning of October 12, 1492, Columbus did not discover a new world. He put, rather, as many historians have accurately observed, two old worlds into permanent contact.

The real America Columbus encountered in 1492 was a different place from the precontact America often portrayed in folklore, textbooks, and the mass media.

The America of 1492 was not a wilderness inhabited by primitive peoples whose history was fundamentally different from that of the peoples of the Eastern Hemisphere. Many of the same phenomena characterized, rather, the history of the peoples of both the Western and the Eastern

Hemispheres, including: highly developed agricultural systems, centers of dense populations, complex civilizations, large-scale empires, extensive networks of long-distance trade and cultural diffusion, complex patterns of interstate conflict and cooperation, sophisticated systems of religious and scientific belief, extensive linguistic diversity, and regional variations in levels of societal complexity.

Africa was very much a part of the social, economic, and political system of the Eastern Hemisphere in 1492.

The Atlantic slave trade, which initially linked western Africa to Mediterranean Europe and the Atlantic islands, soon extended to the Americas. Until the end of the eighteenth century, the number of Africans who crossed the Atlantic to the Americas exceeded the number of Europeans. The labor, experiences, and cultures of the African-American people, throughout enslavement as well as after emancipation, have been significant in shaping the economic, political, and social history of the United States.

The encounters of Native Americans, Africans, and Europeans following 1492 are not stories of vigorous white actors confronting passive red and black spectators and victims.

Moreover, these were not internally homogeneous groups but represented a diversity of peoples with varied cultural traditions, economic structures, and political systems. All parties pursued their interests as they perceived them — sometimes independently of the interests of others, sometimes in collaboration with others, and sometimes in conflict with others. Ali borrowed from and influenced the others and, in turn, were influenced by them. The internal diversity of the Native Americans, the Africans, and the Europeans contributed to the development of modern American pluralistic culture and contemporary world civilization.

As a result of forces emanating from 1492, Native Americans suffered catastrophic mortality rates.

By far the greatest contributors to this devastation were diseases brought by the explorers and those who came after. The microorganisms associated with diseases such as smallpox, measles, whooping cough, chicken pox, and influenza had not evolved in the Americas; hence, the indigenous peoples had no immunity to these diseases when the Europeans and Africans arrived. These diseases were crucial allies in the European conquest of the Native American. The ensuing wars between rival European nations that were played out in this hemisphere, the four centuries of Indian and European conflicts, as well as the now well-documented instances of genocidal and displacement policies of the colonial and postcolonial governments further contributed to the most extensive depopulation of a group of peoples in the history of humankind. Despite this traumatic history of destruction and deprivation, Native American peoples have endured and are experiencing a cultural resurgence as we observe the 500th anniversary of the encounter.

Columbus's voyages were not just a European phenomenon but, rather, were a facet of Europe's millennia-long history of interaction with Asia and Africa.

The "discovery" of America was an unintended outcome of Iberian Europe's search for an all-sea route to the "Indies" — a search stimulated in large part by the disruption of European-Asian trade routes occasioned by the collapse of the Mongol Empire. Technology critical to Columbus's voyages such as the compass, the sternpost rudder, gunpowder, and paper originated in China. The lateen sail, along with much of the geographical knowledge on which Columbus relied, originated with or was transmitted by the Arabs.

Although most examinations of the United States historical connections to the Eastern Hemisphere tend to focus on northwestern Europe, Spain and Portugal also had extensive effects on the Americas.

From the Columbian voyages through exploration, conquest, religious conversion, settlement, and the development of Latin American mestizo cultures, Spain and Portugal had a continuing influence on life in the American continents.

The Enduring Legacy of 1492

Certain events in human history change forever our conception of who we are and how we see the world. Such events not only change our maps of the world, they alter our mental landscapes as well. The event of 500 years ago, when a small group of Europeans and, soon after, Africans, encountered Native Americans is of this magnitude. Educators contribute to the commemoration of the Quincentenary in intellectually significant and educationally appropriate ways when they assist students in becoming knowledgeable about this event and about its critical role in shaping contemporary America as a universal nation within an interdependent world.

Signatories to the National Council for the Social Studies Columbian Quincentenary Position Statement:

American Anthropological Association
American Association of School Administrators
American Association of School Librarians
American Council for Teachers of Foreign Languages
American Historical Association
American Indian Heritage Foundation
Association for Childhood Education International
Association for Supervision and Curriculum Development
Association of American Geographers
Council of the Great City Schools
International Education Consortium — Collaborative for Humanities and Arts Teaching
International Reading Association
National Association for Bilingual Education
National Association for Elementary School Principals
National Association of Secondary School Principals
National Catholic Education Association
National Council for Geographic Education
National Council of Teachers of English
National Council of Teachers of Mathematics
National Education Association
National History Day
National Middle School Association
National Science Teachers Association
Organization of American Historians
William J. Saunders, Executive Director of National Alliance of Black School Educators
Social Studies Development Center
Society for History Education
World History Association

Answers

1 True. In fact, ancient Greeks and Arabs had calculated that, at the equator, one degree covered about 60 nautical miles.

2 a Columbus was born in 1451 in Genoa. He moved to Lisbon, Portugal, in 1478. He died in Valladolid, Spain, in 1506.

3 c Five weeks after leaving La Gomera in the Canary Islands, Columbus and the fleet reached land on October 12, 1492.

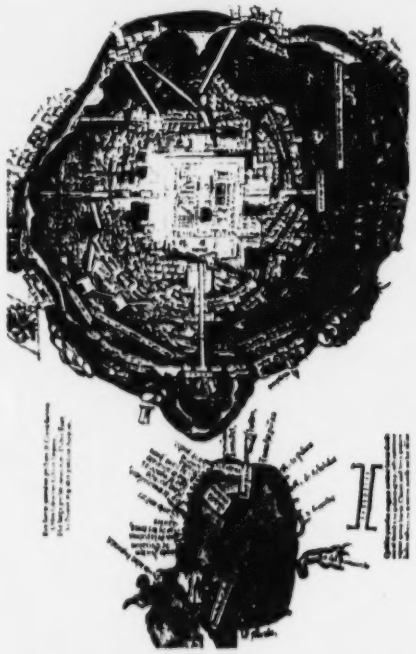
4 1-e Navidad is the Spanish word for Christmas.
2-d Columbus named the island San Salvador — Holy Saviour — in gratitude for a safe voyage.
3-b Trinidad was named for the Holy Trinity.
4-f Hispaniola is a derivation of La Española — Spain.
5-c Columbus asked the Virgin of Guadalupe for help during a storm on his return trip to Spain. After his safe arrival, he visited her shrine in June 1493 to give thanks and to prepare for his second voyage, which would carry Christianity to the New World.
6-a Domingo is the Spanish word for Sunday.

5 c In Greek mythology, Calypso was a sea nymph. Barbecue, canoe, hurricane, and tobacco are all derived from Caribbean languages; tomato, from Aztec.

6 b Vasco da Gama sailed around Africa to India in 1499. Marco Polo, 15 years old, made the journey from Venice to Peking on foot. Columbus never reached the Orient. In 1520, Ferdinand Magellan found the western strait that led to the Pacific and the Spice Islands.

7 Emperor Montezuma II's empire of ten million Aztecs was larger than Charles V's Spanish empire.

8 1c By providing cheap, readily grown, nutritious food, the potato enabled the European population to soar. Ireland experienced a five-fold population increase in just one century. During the potato famine of the nineteenth century, hundreds of people died of starvation weekly; still others left Ireland to seek a better life in America.



Hernando Cortés's map of Tenochtitlán, capital of the Aztec empire, appeared in 1524.

2e Slave traders took cassava, a root, to Africa within a few years of Columbus's voyage. Corn, chili peppers, pumpkins, and sweet potatoes are other native American crops that now feed hundreds of millions of people in Africa.

3d Horses had evolved in America, but became extinct during the Ice Age. In the early 1500s, Hernando Cortés and his men came ashore on the Caribbean coast of Mexico with 16 horses — many of them descended from the horses Columbus brought to the Caribbean.

4f The Arawak Indians of Cuba grew and smoked tobacco, a crop that eventually attained worldwide popularity. Today, tobacco is Cuba's most profitable crop.

5a In addition to the tomato, other crops grown by native peoples in North and South America include cocoa, pineapples, beans, and peanuts. These crops are more valuable than all the gold the Americas ever produced.

6b Africans were brought to the Caribbean a few years after Columbus brought sugar cane to Hispaniola. The native population had all but disappeared and the colony's only hope for economic survival was sugar cane grown by enslaved Africans.

9 a The Pope made the division, on the condition that the people living there be Christianized.

10 d 13,000. It is estimated that each ton of sugar produced on the plantations devoured one African life.

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For more learning on Columbus and the impact of his voyages, visit the "Seeds of Change" exhibition at the National Museum of Natural History through May 23, 1993. For more information, contact the Director of Quincentenary Programs, National Museum of Natural History, Smithsonian Institution, Washington, DC 20560.

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The voyages of Christopher Columbus brought three continents and millions of people into permanent, if sometimes painful, contact.

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